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CASE TECHNOLOGY AS AN EFFECTIVE TECHNOLOGY IN TEACHING PROFESSIONALLY ORIENTED ORAL COMMUNICATION IN ENGLISH
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Taking into account the new challenges of the present-day information society, as well as the requirements for professionally oriented communication, which any specialist should meet, we may conclude that the issue of teaching English in a non-language institution of higher education is not sufficiently investigated, although much research has been done in this area. Among the factors that prevent achieving the required results in the learning process in higher education institutions, where the language is not a specialty, particular emphasis is laid on the low level of class intensity and rather passive participation of students. The latter problem might be partially solved by increasing students' motivation and introducing new educational materials that would be of great interest for them.

The issue of searching for relevant technologies and adequate exercises is of primary significance in the process of forming the future doctors' skills in professionally oriented oral communication in English. This is the reason why we have proposed a case technology and developed a scientifically based subsystem of exercises for teaching professionally oriented English-language communication to medical students.

The object of research is the process of training future doctors in professionally oriented oral communication. The subject of research is the method of training future doctors of professionally oriented oral communication. The purpose of the study is a theoretical justification of the method of training future doctors of professionally oriented oral communication with the use of case technology.

The work of a medical specialist is based on various models of work with the client, among which the leading one is a problem-oriented model, and requires a specialist to have communication skills, argumentation, counterargumentation, ability to critically analyze and make quick decisions. The main idea of the doctor's activity is to solve the client's problems. Therefore, in the process of learning it is important for us that students will be able to apply the skills acquired in the classes of their main specialty.

Based on the analysis of sources on the study of the peculiarities of the introduction of case technology in the educational process, we offer independent case studies by students. These cases are regarded as scientific-research tools and defined as a description of an actual problem situation, which suggests that the participants of the learning process should prepare the cases independently in order to be able to analyze them, identify the problem and find the possible ways of its solution. To do this, we offer certain requirements for compiling cases in particular: authenticity of sources

and situations, unambiguous problem setting, novelty and relevance, reputable sources, informational content.

Summing up all the above, we think that this method of using cases in foreign language classes will combine theory and practice, promote analytical and critical thinking, initiative of students, develop their ability to make non-standard and original decisions, students will learn to take responsibility for selected decisions, analyze a wide range of information, systematically solve current problems of future professional activity.

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METHODOLOGY FOR ANALYSIS OF THE TERMINOLOGICAL SUBSYSTEM "INFECTOLOGY"
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Active processes in the development of the medical sphere stimulate the need to study the English terminology in its various areas. The rapid growth of the number of terms in the terminological subsystem "Infectology" requires its study and systematization. An integrated approach to the study of the problem is characterized by multifaceted analysis. The need to unify the terminology of the sublanguage "Infectology" directs the research focus to the subject-conceptual field of the terminology, lexical-semantic and word-formation mechanisms, structural and grammatical features of phrases in the English vocabulary in the sphere of infectious diseases, nominative processes in special vocabulary.

The purpose of the study is the methodology for analysis of the terminological subsystem "Infectology" in terms of identifying the basic structural and semantic characteristics of terminological units.

Achieving this goal involves solving the following tasks: defining criteria and principles for selecting the terminological minimum of lexical units; study of the stratification structure of English professional terminology in the field of "Infectology"; definition and analysis of semantic processes occurring in this subsystem.

The analysis is based on the criterion of professional and practical value of terms. The criterion of professional and practical value follows from the interpretation of a number of outlined principles: *the principle of stylistic limitations*, which ensures the inclusion to a minimum of general terms used in the system under study, as well as narrowly specific terms; *the principle of semantic value*, which provides an objective analysis of the most commonly used important terms that reflect the basic concepts of the chosen sphere. According to the principle of *word-forming value*, the lexical minimum includes the primary bases, the knowledge of which creates the preconditions for independent semantization of a large number of unknown complex and derivative terms, as well as stable terminological combinations.

The stratification structure of the terminology reflects the distribution of thematic groups by levels of hierarchy. Such levels for the terminological field of any branch are the core and the periphery. In this case, we consider the terminological field as a kind of space existence of the term, within which it has all the features that characterize it. After the necessary systematization and analysis, we form a working version of the terminology core. According to its structure, we divide the terminological core into one-word terms, two-word phrases.

Semantic fields are intersecting classes, there is no single division of the vocabulary into semantic fields: from any semantic field through a more or less long chain of indirect links you can get into any other field. If we are talking about the delimitation of terminologies, then the focus should be on the semantic relationship between terminologies. Recent research proves that the terminology of one branch can have broad and branched semantic connections with related terminologies. A number of terms are borderline in both terminology. The interaction of different terminologies takes place through boundary terms. The semantic environment of a certain terminology consists of terminologies for which it acts either as a recipient or as a donor. Statistical analysis of this phenomenon is the subject of our further research.